DOCUMENT RESUME

ED 406 772 EC 305 465

AUTHOR Easterbrooks, Susan R.; Laughton, Joan M.
TITLE Model of Collaboration between Two Universities: Meeting the Challenge.
PUB DATE Mar 97
NOTE 7p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.
PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Cooperative Programs; Distance Education; *Hearing Impairments; Higher Education; *Institutional Cooperation; *Preservice Teacher Education; *Shared Resources and Services; Special Education Teachers; Standards; *Teacher Education Programs; Teacher Qualifications; Universities
IDENTIFIERS Council on Education of the Deaf; *Georgia State University; *University of Georgia

ABSTRACT

This paper describes a collaborative program of Georgia State University and the University of Georgia to train prospective teachers of the deaf in accordance with recent standards developed by the Council on Education of the Deaf (CED). The program involves: (1) a shared advisory committee; (2) foundation coursework taken separately at the two institutions; (3) six shared courses taught either at a site equidistant from both universities or through distance learning; and (4) culminating courses and practice taken separately. Major benefits of the program include the preparation of CED-certified teachers of students who are deaf/hard of hearing and provision of multiple perspectives to students. Possible problems with this approach are its dependence upon the positive collaborative relationship between the two faculty members involved (one from each institution), and the need for continued financial support from the state for collaboration and the use of alternative pathways to certification. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 406 772

Model of Collaboration Between Two Universities: Meeting the Challenge

by

Susan R. Easterbrooks
Department of Educational Psychology and Special Education
Georgia State University
Atlanta, GA 30303-3083
Tel.: 404-651-0125
FAX: 404-651-4901
E-mail: SPESRE@langate.gsu.edu

Joan M. Laughton
Department of Communication Sciences and Disorders
570 Aderhold Hall
University of Georgia
Athens, GA 30602-7151
Tel.: 706-542-6157
FAX: 706-542-5877
E-mail: laughton@gsu.cc.gsu.edu

5

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
J. Eggleston-Dodd
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

EC 305465

BEST COPY AVAILABLE

The concept of collaboration has been with us in one form or another for many years (Winitzky, Sheridan, Crow, Welch, & Kennedy, 1995). Much has been written about the importance of collaboration at the university level in special education (Friend & Cook, 1992). It has been applied at the course level (Reinhiller, 1996), the practicum level (Phelan & McEwan, & Pateman, 1996), and the university/school level (Paul, Duchnowski, & Danforth, 1993) in a number of ways, including the Professional Development Schools effort (Powell & McGowan, 1995). Numerous models of collaboration have been proposed (Corn & Erin, 1996) including **distance learning**, **outreach education,** and **alternative access programs.**

The purpose of this paper is to describe a unique process of collaboration between two universities to provide master's degree programs in education of students who are deaf and hard of hearing. This approach has never been documented before (Johnson, 1996) and provides a solution to the teacher preparation problem faced by one state.

History of Deaf Education in Georgia

Over the years, universities in the state of Georgia have made many attempts to prepare teachers of students who are deaf or hard of hearing. Valdosta State University, located in the southernmost region of the state, and West Georgia College offered certification courses at the undergraduate level for a while. Emory University, the only program in the state ever to have had CED certification, closed its master's program in 1979. The high cost of private school tuition within the umbrella of a medical college made the program cost-

prohibitive. The University of Georgia has offered a master's degree program off and on for about 25 years. This program has not enrolled new majors for the past year. Georgia State University has had an on-going program in deaf education for over 30 years. UGA never obtained certification because it has not in the past been able to meet CED's infamous "two-man rule" for faculty FTEs. (When Emory's CED certified program added the second position, it was the financial death knell for the program.) GSU has never been CED certified (a) because of the two-man rule and (b) because, for a variety of reasons, there was never any interest to do so. Consequently, the situation has been in need of an overhaul.

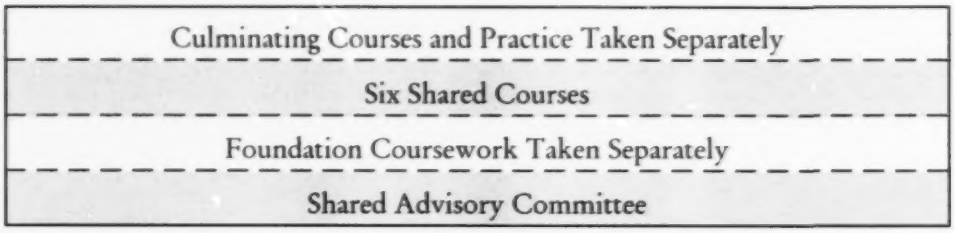
Current Status

Two major events have occurred which are impacting the status of education of deaf students in the state. First, the entire university system of the state of Georgia, which is under one administrative umbrella, will convert to a semester system in the Fall of 1998. This has caused every university in the entire state to revisit every one of its programs simultaneously across a common time frame and through a common paper process. Second, attrition has resulted in a change in faculty in the program at Georgia State University. This new faculty member was given the directive of bringing the program up to CED standards. With these new pieces in play, the two programs have joined forces to take advantage of the current air of collaboration within the state and the support of both administrative hierarchies to work collaboratively to obtain CED certification for both programs.

The Model

Figure 1 provides an overview of the relationship between the UGA and GSU programs. Students will begin each program with a set of foundation courses

Figure 1


Culminating Courses and Practice Taken Separately
Six Shared Courses
Foundation Coursework Taken Separately
Shared Advisory Committee

prescribed by the different universities. Although more similar than different, these foundation courses are unique to each university primarily in the way the material is delivered and how it is viewed within the overall model of each university. Upon completion of the fundamentals, the students from the two universities will meet for six core courses, three each to be taught by the two participating professors. In this manner, students from both universities will benefit from two perspectives on education of students who are deaf or hard of hearing. Courses taught jointly will be housed either at site within the state university system which is approximately equidistant from each university or will be taught via distance learning. Students around the state who have access to distance learning sites will be able to take these courses at their rural or remote sites, thus reducing the number of on-site courses they will have to take.

BEST COPY AVAILABLE

Upon completion of the six core courses, students will take additional course work and practicum from their separate universities. These courses build on the core and provide further program specification.

The second component of commonality is that the programs share an advisory committee which will provide guidance and program direction. This way students will benefit from multiple perspectives. UGA's program follows a habilitation/early childhood model; GSU's program follows a classroom/multiple disabilities model. This provides students with an option of the focus they want to pursue, and the state benefits from having multiple paths to prepare teachers. Both programs meet state certification requirements.

Pros and Cons of the Approach

The major benefit of this approach is that it will provide the state with CED certified teachers of students who are deaf/hard of hearing and who have had the opportunity to prepare in two different paths, thus increasing the range of knowledge and skills available within the teaching community. In addition, the students will benefit from multiple perspectives, the major rationale behind CED's FTE requirement. The possible problems with this approach are that it is highly dependent upon the positive collaborative relationship between the two faculty members involved and the continued financial support from the state for collaboration and the use of alternative pathways to certification. We feel confident that the first will not be an issue, and that, given the billion-dollar lottery support for technology and education which prevails, the second concern is not likely to arise. We offer this as a new approach to meeting a

long-standing obstacle to CED certification of programs in education of students who are deaf or hard of hearing.

References

Corn, A. L., & Erin, J. N. (1996). A collaborative model for the preparation of teachers for students with visual impairments. Teacher Education and Special Education, 19(1), 59-70.

Friend, M. & Cook, L. (1992). Interactions: Collaboration skills for school professionals. New York: Longman.

Johnson, H. (1996). Personal communication.

Paul, J. L., Duchnowski, A. J., & Danforth, S. (1993). Changing the way we do our business: One department's story of collaboration with public schools. Teacher Education and Special Education, 16(2), 95-109.

Phelan, A., McEwan, J., & Pateman, N. (1996). Collaboration in student teaching: Learning to teach in the context of changing curriculum. Teaching and Teacher Education, 12(4), 335-354.

Powell, J. & McGowan, T. (1995). Adjusting the focus: Teachers' roles and responsibilities in a school/university collaborative. The Teacher Educator, 31(1), 1-22.

Reinhiller, N. (1996). Coteaching: New variations on a not-so-new practice. Teacher Education and Special Education, 19(1), 34-49.

Winitzky, N., Sheridan, S., Crow, N., Welch, M., & Kennedy, C. (1995). Interdisciplinary collaboration: Variations on a theme. Journal of Teacher Education, 46(2), 109-119.